Stratford upon Avon Primary Planning – Medium Term copywrite@tparton2021

Year 5:

Spring Term 2021 – 1st half

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| Lesson/Date | Week 13th January  | Week 210th January | Week 317th January  | Week 424th January | Week 531st January  | Week 67th February  | Week 714th February |
| Visits/Visitors/Other Info |  6th Pupil progress meeting | 13th Peer review deep dive |  | 27tth Pupil Progress meeting  |   |   | 14th Valentine’s day Year 5 Assembly |
| Spellings and GPS | **SPELLINGS** **FOCUS**Spellings taken from The Spelling Shed – 1 Spelling pattern per weekSome pupils will have specific spellings taken from their books for an area of focus:  |
| **Spelling rule:**Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.  | **Spelling rule:**Words with ‘silent’ letters at the start. | **Spelling rule:**Words with ‘silent’ letters (i.e. letters whose presence cannot bepredicted from the pronunciation of the word). | **Spelling rule:****Challenge Words** | **Spelling rule:**Words spelled with ’ie’ after c. | **Spelling rule:**Words with the ‘ee’ sound spelt ei after c. The ‘i before e except after c’ rule appliesto words where the sound spelled by ei is /ee/ however there are exceptions. | **Spelling rule:**Words containing the letter string ‘ough’ where the sound is /aw/. |
| **GPS FOCUS** |
| **Sentences** - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | **Sentences** - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronounPast and present tenses  | **Text** - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | **Punctuation** - Brackets, dashes or commas to indicate parenthesis | **Sentence** - Introducing adverbs of possibility**Word** - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] | **Sentences** - Introducing and identifying modal verbs | **Sentence** -Sorting and ordering modal verbs in terms of probability |
| English | **Writing focus/ purpose:****Text title**: Macbeth, book cover, title pageRead Chapters of MacbethCreate a storyboard Vipers**Drama- children to act out the three witches** **Alchemy island Class Reading:** explain an discuss the riddle. Use a dictionary for tricky words. Find the beginning of the journey on the map | **Writing focus/ purpose:** writing to entertainRead Chapters of **Macbeth**Chapter 1-3 Vipers**Character descriptions from Macbeth/dairy entry** **Alchemy Island-** Write an opening paragraph for a **fantasy narrative-** describing what happens as they step through a portal entering a unique world. Use figurative language to create visual imagery. Which tense? Past or present. | **Writing focus/ purpose:** to inform**Non-chronological report- all about gold****Text:** FloodlandChapter- vipersSpoken language- Find definitions of words from the text.**Alchemy Island-** Research gold- where can it be found? What does it look like? Are their different grades/cuts? What does it cost?Use mapping/ headings to arrange information.Draft paragraphs/key features of a chronological report | **Writing focus/ purpose:**Writing to entertain**Soliloquies** **Text:** FloodlandChapter- Vipers**Alchemy Island-** Write an opening paragraph for a **fantasy narrative-** describing what happens as they step through a portal entering a unique world. Use figurative language to create visual imagery. Which tense? Past or present.Children to imagine that they are the chief/write a soliloquy for the chief. How might the chief feel about the island?Written in first person. | **Writing focus/ purpose:** Writing to entertain**Poetry****Text:** FloodlandChapter -Vipers **Alchemy Island-** children to look at a range of semi-precious gemstones and minerals. Explore language and list: colours, textures, shape and patterns. What they can see and feel. Using a dictionary and thesaurus describe the gem’s qualities. Read a range of cinquain poems, identify structure and discuss vocabulary, verbs and synonyms. Write a cinquain about one of the legendary gems.  | **Writing focus/ purpose:** Writing to discuss**Text:** FloodlandChapter -VipersFloodlands: **Writing a review of the book.**Describe what the book is aboutDiscuss what you particularly likeMention anything you dislikeRound up the reviewGive the book a rating out of 10 | **Writing focus/ purpose:** Writing to persuade**Advertising-** create a brochure for your fantasy islandWhat special features does the island have? What can you do on the island?What would attract people to the island?Adjectives for positive description Use of colour and images |
| Maths | **Unit: Perimeter & Area**-Measure perimeter - Perimeter on a grid-Perimeter of rectangles-Perimeter of rectilinear shapes-Calculate perimeter | **Unit: Perimeter & Area** -Counting squares-Area of rectangles-Area of compound shapes-Area of irregular shapes | **Unit: Multiplication and Division** -multiply 2-digits by 1-digit -multiply3 digits by 1 digit -multiply 4 digits by 1 digit -multiply 2 digits (area model) part 1multiply 2 digits (area model) part 2 | **Unit: Multiplication and Division**- multiply 2-digits by 2-digitmultiply 3-digits by 2-digit-multiply 4-digits by 2-digit (Basic Practice)-multiply 4-digits by 2-digit | **Unit: Multiplication and Division**-divide 2-digits by 1 digit -divide 2-digits by 1 digit (2)-divide 3-digits by 1 digit- divide 4-digits by 1 digit-divide with remainders  | **Unit: Fractions**-what is a fraction -equivalent fractions--equivalent fractions 2 -improper fractions to mixed numbers- mixed numbers to improper fractions | **Unit: Fractions**-number sequences-compare and order fractions less than 1-compare and order fractions less than (2)-compare and order fractions greater than 1-compare and order fractions greater than 1 (2)-  |
| Science | **Science focus: Forces** **Levers and Pulleys challenge-** investigate how levers and pulleys work. Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys | **Science focus: Forces** **Water Resistance challenge-** investigate and identify the effects of a boat shape on water resistance (then on salty water). Present findings and recommendations, based on scientific evidence, in written form.  | **Science focus: Properties and Materials** **What is an alchemist?****How are alchemist connected to science?****PCM 1-** Compare and group together, everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. | **Science focus: Properties and Materials****PCM 2** – know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. | **Science focus: Properties and Materials****PCM 3-** use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. **WS 3-** record data and results using scientific diagrams and labels, classification keys, tables, line or scatter graphs.  | **Science focus: Properties and Materials****PCM 5**- demonstrate that dissolving, mixing and changes of state are reversible changes.**WS 5-**report and present findings including conclusions, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  | **Science focus: Properties and Materials****PCM 6-** Explain that some changes results in formation of new materials, and that this kind of change is not usually reversable. |
| ART/D & T | **ART****Collaboration Shakespeare** – Children to create a section of the Shakespeare portrait | **ART** Macbeth pencil sketches shading, pressure and 3d features. | **ART****English text focus** – Take a look at the work of Christopher AppelhansRise of the GuardiansDevelop a key element of their work: line, tone, pattern, texture. | **ART**Develop a key element of their work: line, tone, pattern, texture.Luna Smith -Floating islands Use different techniques for different purposes i.e. shading, hatching within their own work. | **D &T –** **Plan and design an island**What materials do you need? What might your fantasy island look like? | **D & T**  Collect images from magazines of the features you would like on your island- make a mood board in your books | **D & T** Use the clay and materials to create an island. What worked well? What would you do differently next time?  |
| Topic | **Topic: Geography/ History** William Shakespeare’s fact file | **Topic: Geography /History**Changes in the local communityWilliam Shakespeare buildings | **Topic: Geography /History**William Shakespeare’s plays and work | **Topic: Geography** Identify human and physical characteristics including mountains, hills, coasts and rivers. | **Topic: Geography** Identify where the school is placed and the local area and how it has changed over time. | **Topic: Geography** Identify the position and significance of latitude, longitude, equator. | **Topic: Geography** Identify the position of the Northern and Southern Hemispheres. |
| PE |  **Tuesday:** **Friday: Gymnastics** | **Tuesday: Yoga****Friday: Gymnastics** | **Tuesday: Yoga****Thursday: Gymnastics CF** | **Tuesday: Yoga****Thursday: Gymnastics CF** | **Tuesday: Yoga****Thursday: Gymnastics****CF** | **Tuesday: Yoga****Thursday:** **Gymnastics****CF** | **Tuesday: Yoga****Thursday: Gymnastics****CF** |
| Music-Charanga | **Charanga**: Dancing in the Streets: Step 1 Listen and Appraise - Dancing In The Street by Martha And The Vandellas: Warm-up Games - Dancing In The Street: Starting with the Bronze. Question and Answer Activities. Vocal Warm Ups and Learn to Sing the Song - Dancing In The Street: Start to learn to sing the song.  | **Charanga**: Dancing in the Streets: Step 2 Listen and Appraise - I Can’t Help Myself (Sugar Pie Honey Bunch):Warm up, Performance - Dancing In The Street: Perform and share what has taken place in today’s lesson. You can sing and play instrumental parts within the song | **Charanga**: Dancing in the Streets: Step 3Listen and Appraise - I Heard It Through The Grapevine:Warm-up Games - Flexible Games – Vocal warm ups and Learn to Sing the Song - Dancing In The Street: Play Your Instruments with the Song: Revisit your learning from the last step.   | **Charanga**: Dancing in the Streets: Step 4Listen and Appraise - Ain’t No Mountain High Enough:Warm-up Games - Flexible Games – Vocal warm ups and Learn to Sing the Song - Dancing In The Street: Play Your Instruments with the Song: Revisit your learning from the last step.  | **Charanga**: Dancing in the Streets: Step 5Listen and Appraise - You Are The Sunshine Of My Life:Warm-up Games - Flexible Games – Vocal warm ups and Learn to Sing the Song - Dancing In The Street:Play Your Instruments with the Song: Revisit your learning from the last step.  Improvise with the Song: New Musical Activity for this step. | **Charanga**: Dancing in the Streets: Step 6Listen and Appraise - The Tracks Of My Tears:Warm-up Games - Flexible Games – Vocal warm ups and Learn to Sing the Song - Dancing In The Street:Play Your Instruments with the Song: Revisit your learning from the last step.  Improvise with the Song: New Musical Activity for this step. | **Charanga**:Performance  |
| RETaken from the Warwickshire SACRE |  | **Unit: Believing-** If God is everywhere, why go to a place of worship?**Big Question-Which places are special and why?** |  | **Unit: Believing-** If God is everywhere, why go to a place of worship?**Big Question What makes some places sacred?** |  | **Unit: Believing-** If God is everywhere, why go to a place of worship?**Big Question-Should religious buildings be sold to feed the starving?** |  |
| PSHE-Jigsaw | **Unit: dreams and Gaols**- Know about a range of jobs that are carried out by people I know-Verbalise what they would like their life to be like when they are grown up |  | **Unit: Dreams and Goals**- Know the types of job they might like to do when they are older- Appreciate the contributions made by people in different jobs |  | **Unit: Dreams and Goals**- Know that young people from different cultures may have different dreams and goals- Reflect on the differences between their own learning goals and those of someone from a different culture |  | **Unit: Dreams and Goal**-Know that they will need money to help them to achieve some of their dreams- Appreciate the differences between themselves and someone from a different culture |
| MFL | **Conversations:** conversations about their name, age, where they live and their family members- | **Protective Behaviours**Rights and responsibilities | **Recap numbers up to 20**French counting game. | **Protective Behaviours**Safety | **Buildings-** will learn about places in town and ask and answer questions about them.- | **Protective Behaviours**Early Warning Signs | **Classroom:**They will learn classroom language and learn vocabulary for classroom equipment. |